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ABSTRACT

This final report describes the activities and accomplishments of a 3-year federally funded project at the University of Florida concerned with the multidisciplinary preparation of physical and special educators in adapted physical education for children with low-incidence disabilities. The project supported, per semester, 10-15 masters students, 8-10 undergraduates, and 1-2 doctoral students. It directed or assisted 28 sites/programs as proposed and initiated and implemented over 20 new sites/programs beyond those proposed. The project trained over 300 undergraduate students and over 100 currently employed teachers. Far more than the projected 200 individuals with disabilities were served and far more than the projected 4,000 hours of adapted or regular physical education assistance were delivered. Additionally, the project director answered numerous questions about adapted physical education via the Internet. The project also made 52 presentations and generated 62 publications. Specific project accomplishments and methods of evaluation are reported for each of 10 objectives. The report also lists the additional sites and programs involved, the presentations given, publications, reviews on manuscripts related to the grant, professional consultations, and honors and rewards received. Sample brochures are attached. (DB)

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Multi-Disciplinary Preparation of Educators To Improve Services and Results for Children with Low-Incidence Disabilities in Adapted Physical Education. Final Report.

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Mary K. Dykes

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July 4, 2001

MEMO:

TO: Dr. Robert Singer, Chair, Department of Exercise & Sport Sciences
Dr. James McLeskey, Chair, Department of Special Education
Dr. Patrick Bird, Dean, College of Health & Human Performance
Dr. Ben Nelms, Interim, Dean, College of Education
Mr. John Denny, Assistant Dean, Office of Students with Disabilities
Dr. Ken Osfield, ADA Compliance Officer
Mr. John Sims, Supervisor of Physical Education, Alachua County
Ms. Renee Speisman, Supervisor of Special Education, Alachua County
Alachua County School Board: Barbara Sharpe, Bev Carroll, Bill Cake, Chester Leathers, Jeannine Cawthon
Ms. Brandy Bartol, Director of Physical Education, Department of Education, State of Florida
Ms. Michelle Polland, Director of Special Education, Department of Education, State of Florida
Mr. Joe Clair, Grant Officer, OSERS, DPP, DOE, Washington, D.C.
Ms. Martha Bokee, Area Coord., Adapted PE, Research to Practice Division, OSERS, DOE, Washington, D.C.
Ms. Bonnie Jones; Mr. Robert Gilmore; Grant Officers/Site Visitors; OSEP, OSERS, DOE, Washington, D.C.
Members of our Interdisciplinary Board of Directors

FROM: Dr. Christine Stopka, Associate Professor, Project Director, Exercise & Sport Sciences
Dr. Mary K. Dykes, Professor, Project Co-Director, Special Education

RE: Required Annual Report/Evaluation for our federal grant supporting our master's level training program in special physical education.

Dear Friends:

As you are now familiar, attached is our report covering our past year of funding for our grant: "*Multi-disciplinary preparation of physical and special educators to improve services and results for children with low-incidence disabilities in adapted physical education.*" Since this is the end of our three year funding cycle, activities reflecting the full three years are included in this Final Report.

Due to teacher shortages, many times, the special educator is the only available professional to teach physical education to children and youth with severe disabilities. Therefore, these individuals must be adequately trained in this field. We are happy to report that the graduate students in special education (like those in physical education), have been outstanding this year. All of whom have graduated thus far have secured jobs in special education with physical education responsibilities. Those graduating in adapted physical education have either secured jobs in the field or have gone on to pursue further education in special education or in related services areas such as doctoral programs in the field, physical/occupational therapy, and medical school. . .all of which will result in the direct improvement of services and results for our children and youth with severe disabilities.

Before you read further, we must inform you that our application for an additional funding cycle (this time for five years at 1.3 million dollars) was NOT funded. It seems that the Adapted PE content area in general was not funded this time. We guarantee you we will do our best to use our momentum to continue as many grant activities as possible through volunteerism, professionalism, a strong desire to help, and perhaps from funding support from some of you all.

An Equal Opportunity / Affirmative Action Institution

In a nutshell, per semester, **we funded 10-15 masters students, and 8-10 undergraduates (via scholarships), and 1-2 doctoral students as consultants.** We directed, or assisted, **all 28 sites/programs as proposed** in our site management plan and initiated and implemented over **20 new sites/programs beyond those proposed.** We trained over **300 undergraduate students in the field** through course work and practical experiences. **At least 100 currently employed teachers** will have benefited from courses, teacher in-services, presentations, etc., before the budget year ends. **Considering our new sites and programs, well over our projected 2000 area individuals with disabilities were served. Likewise, well over 4000 (projected) new hours of physical education and adapted physical activity assistance were delivered.** In addition, teachers as far a way as New Zealand have requested and received copies of our books, articles, and videos (free!). Among other topics, we have authored in the area of using adapted physical education equipment ideas to facilitate inclusionary practices, even for students with the most severe disabilities. The project director served as "PE Central's" Adapted PE Consultant via the Internet, **answering teachers questions in adapted PE from all over the country.** In addition to the above, and beyond what was predicted, **an additional 200 teachers across the country**, from nearly every state, who had taken and passed the APENS (Adapted PE National Standards exam) test to become CAPE's (Certified Adapted Physical Educators) have benefitted from our grant by receiving a year's supply (four issues) of the Palaestra Journal, the only journal in the field of adapted physical education for practitioners. Clearly, our grant has already made a significant impact on teachers and children locally, statewide, and nationally.

This past year, we produced over 37 publications/presentations in the form of books, articles, proceedings, abstracts, and media releases (videos and newspaper) in the field. **Over the past three years of our funding cycle**, we made **52 presentations** and generated 17 articles, two books, 28 abstracts, 17 other types of publications such as video/audio-tapes, media releases, etc., **for grand total of 62 publications.** We served as consultants for over a dozen organizations, school districts, state, and national organizations. We received excellent evaluations for the work of our graduate students at their sites and for our teaching evaluations for our courses, workshops and conference presentations.

But now we'd like to hear from you! Please fill out our very brief evaluation form on the next page as you look over our report. Any ideas you have to help us fund students to help in our area schools and our university based programs are welcomed. Certainly we will be using the "substitute teacher" method of supporting some of our graduate students. Any other ideas you may have are needed and most welcomed! As always, we thank you so much for all your support!

Our questions are very brief, please comment as you see fit; we would appreciate receiving your feedback by July 20, 2001, if possible. THANKS!

Our questions are very brief, please comment as you see fit; we would appreciate receiving your feedback by July 20, 2001, if possible. THANKS!

1. **Do you feel this project is meaningful enough for UF to try to continue?**

2. **Would you like to suggest any possible alternative funding ideas for this project?**

3. **Please offer any other comments; if you have questions, we will be glad to answer them.**

4. **Thank you! Please return this form to:**

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You may feel free to sign your name or keep your response anonymous, it's your choice, all we ask is to hear from you!

PROJECT SUMMARY

We are thrilled to report another very strong year of operation! In our second year, we have not only addressed (directed or assisted, as needed) **all 28 sites/programs as proposed in our site management plan, we have been able to initiate and implement over 20 new sites/programs.** Beyond the direction or facilitation of these sites, our grant staff and I can report presentations and publications, together numbering well over 37 so far this year in addition to various videos and other media technology. (Specifics are provided below).

Along with the above, we have addressed and fulfilled (or presently are fulfilling) **all ten project objectives** (see below). **Project outcomes thus far are also impressive:** Because our department was able to pay for several tuition waivers, we had more funds to support more students than proposed. Thus, our graduate students numbers are impressive as we are now supporting two doctoral students and ten masters students (four in special education and six in special physical education). In addition, we granted 12 scholarships to ten undergraduates and two post-bac status teachers in the field. Graduate students and colleagues from related areas (physical and occupational therapy, recreation therapy, exercise physiology and athletic training) have assisted our program admirably. **Over 300 undergraduate students** will have assisted our graduate students and our sites by the end of our first budget year. **At least 100 currently employed teachers** will have benefited from courses, teacher in-services, presentations, etc., before the budget year ends. Considering our new sites and programs, well over our projected 2000 area individuals with disabilities will have been served. Likewise, well over 4000 (projected) new hours of physical education and adapted physical activity assistance will have been delivered. **In addition to the above, and beyond what was predicted, an additional 200 teachers across the country, from nearly every state, who have taken and passed the APENS (Adapted PE National Standards exam) test to become CAPE's (Certified Adapted Physical Educators) have benefitted from our grant by receiving a year's supply (four issues) of the Palaestra Journal, the only journal in the field of adapted physical education for practitioners.** Clearly, our grant has already made significant impacts on teachers and children locally, statewide, and nationally.

PROJECT STATUS

Pages 18-25 of the approved grant application describe the plan of operation in detail. As proposed, our project goal, objectives, activities and outcomes are as follows:

> The **purpose** of this project is to enhance our ongoing program to improve services and results for all children with low-incidence disabilities in the State of Florida and beyond. The **project goal** is to implement a high quality, interdisciplinary program of personnel training on the masters level. In addition, scholarship support for advanced bachelor's level students in this area and financial support for currently employed teachers seeking state endorsement and national certification in this field is being requested. This project will reflect the new Adapted PE National Standards (APENS) criteria and the AAHPERD Guidelines for Adapted PE.

The **project objectives** are to: **(1)**Teach undergraduate and graduate students in APE & Special Educ., as well as currently employed teachers; **(2)**Continually improve the program; **(3)**Implement best practices; **(4)**Incorporate curricula and methodologies to improve the results for children with low incidence disabilities; **(5)**Promote high expectations for those with low-incidence disabilities fostering access to the general curriculum; **(6)** Develop SEA and LEA linkages to communicate best practices; **(7)**Prepare students to address the needs of children with low-incidence disabilities from a variety of cultures/languages, to use Braille and sign language, and to understand medical implications; **(8)**Recruit personnel with disabilities and from under- represented groups; **(9)**Evaluate the program; **(10)** Ensure cost-effectiveness and future project self-sufficiency.

Special features: This project will foster relationships among other teaching institutions in the state to share best practices. Direct linkages will be formed with all 67 school districts. Elite, Paralympic athletes will assist with the project. **Outcomes:** It is expected that 10 full time graduate and 10 full time undergraduate students, and over 200 currently employed full time teachers will be trained, endorsed by the state, and eligible for the APENS test each year. It is expected that 3500 to 4000 new hours of physical education assistance per year will be made available to the 2000 area children (aged 3-21) with disabilities, emphasizing services to the 500 or more area children with low-incidence disabilities. It expected that all ten project objectives will be met. The evaluation process will ensure that the university, community and state will become more aware of the need for training of personnel to meet critical staff shortages to improve the services and results for these children.

Outcomes: It is anticipated that six full time graduate students and at least 30 full time teachers (via evening and summer courses) will be trained and **endorsed** each year. It is expected that 3500 to 4000 new hours of physical education assistance per year will be made available to the 2000 area individuals (aged 0-21) with disabilities. It is also expected that all nine objectives will be addressed and met. The evaluation process should help ensure that the university, community, and state will become more aware of the need for appropriate training of personnel and need for their services to ameliorate critical staff shortages in adapted physical education."

Our project objectives were met through the proposed project activities. New project activities further reinforced the fulfillment of these objectives (see Section IV). Our accomplishments are summarized in the table below (Table 1) along with comments about each. Project outcomes were met well beyond the expectations proposed. We have twelve graduate students on the grant this year. Our graduate students and I, along with qualified site supervisors, trained over 300 undergraduates and over 100 teachers. We coordinated/assisted over 48 sites and programs involving multiple counties. We directly assisted over 3000 individuals with disabilities from pre-school to the elderly. Teaching and program evaluations were excellent. It is clear that our original expectations for accomplishments were more than met. Please refer to the "Practicum Site Management Plan: Impact of Project" (Table 2) and Section IV.

Table 1: PROJECT ACCOMPLISHMENTS & EVALUATION PROCESS FOR EACH OBJECTIVE

Objectives	Method of Accomplishment	Method of Evaluation
1. **Teach Students & Teachers APE** (Grad PE, Sp.Ed, & u-grads)	APE coursework; APE practica; interdisciplinary coursework & experiences (eg., PT, OT, Sp. Ed., teacher collaboration, etc.); recruiting teaching, advising, supervising studts.	Course grades; site evaluation surveys; student success on comprehensive exams, APENS test; student employability after graduation.

Current status: Adapted physical education coursework is being taught at the pre-service undergraduate and graduate levels as proposed. Students are being supervised by site experts, myself, and facilitated by physical therapists, classroom teachers, and other professionals. Students are being advised as needed. So much interest has been displayed by graduating undergraduates for the masters program for next year that a large scale out-of-state advertising campaign for students has not been needed. Eligible students have signed up to take the nationalAPENS test. All graduating students supported by the grant are obtaining employment positions in the field (eg., teaching students with disabilities). The graduate students are making excellent grades in their programs of study. According to the site evaluations received thus far, both by them and their site supervisors, clients, etc., they are doing an excellent job.

2. Improve Program Content	Meet no less often than weekly with students in seminar mtgs for on-going feedback to discuss program/site needs and difficulties; surveys, course evaluations; meet with Interdisciplinary Board of Directors (IBD); confer regularly with site supervisors; attend NCPERID and other professional meetings in the field to keep current.	Course evaluations of the professor; site evaluation surveys; annual report info & feedback; recommendations from above and Interdisciplinary Board of Directors (IBD); alumni questionnaires; student qualification for state endorsement & APENS certificate; contd. studt employability & career successes.

Current Status: Accomplished! I have been meeting with the grant students in seminar meetings as proposed. We have been meeting weekly as a group (and individually several times a week). The meetings have been instrumental in identifying areas of need for our services and planning the best course of action in solving them. Alumni questionnaires went out last September. Course evaluations received from the fall courses were excellent (4.8 to 5.0 on a 5.0 scale); Specific IBD members have been met with individually throughout the year and the board met officially last September, 2000. Their input and opinions continue to be supportive and helpful to us in establishing even more sites. Site supervisors have called me to say thank you for the students I have sent them! As with last year, another one of our site supervisors (and a part time graduate student with us) earned Teacher of the Year for our county which confirms the quality of the site. Another member of a grant staff (and full time teacher) was elected President of FAHPERD! Indeed, we are blessed with incredibly high quality and professional site supervisors and grant staff. This past fall, our graduate students and I attended the state convention (FAHPERD) and delivered two presentations (on the APENS Project and on adapted physical education equipment). All graduating students supported by the grant are obtaining employment positions in the field, or pursuing additional graduate work in special education and related fields, all dedicated to teaching/serving students with disabilities).

3. Implement Best Practices	Teach the most current/successful teaching methods emphasizing LRE environments with full accessibility and inclusion; appropriate accommodations; multi-disciplinary learning; Fit to Achieve (Goals 2000).	Site surveys (eg., site director evaluation of the student, client evaluation of the student); course grades; course evals from tchrs being taught these new methods; presentations at local & state conferences on the above, etc.

Current Status: This is the principal theme of our courses (PET 6615) Assessment and Curriculum Techniques in Special Physical Education and (PET 6934) Seminar in Special Physical Education. The newest and most successful teaching packages and assessment instruments in our field today are taught with this course. Grant and in-kind departmental and college monies have been spent to keep us up to date in this area. Through this class, and through our grant activities, we have been implementing these out in the field as needed. We have purchased and constructed adapted physical education equipment to demonstrate and to donate to teachers and parents to ensure that their students and children are getting the best learning experiences possible. We have made and donated several thousand dollars worth of adapted physical education equipment and teaching materials to these parents and teachers and given them to sites that needed them most to ensure that ALL students have access to a learning environment that is LRE with full inclusion. We have given many teacher in-service workshops to teach inclusionary methods that are do-able. We have published in national journals and have published a new textbook on the topic *(Adapted Equipment Ideas to Facilitate Inclusionary Teaching*, Burgess, 1999/ now, Pearson, 2000). Last June, 2000 we gave a week long teacher workshop on these topics and other topics to endorse teachers in the field in Palm Beach County. Site supervisor and client evaluations of our work concur with the usefulness of these claims; they have never been stronger and we are grateful. Course evaluations from our May 2001 workshops were the best ever!

4. Improve Services & Results via Above Curricula/Methodology	Teach & practice curricula, methods which focus on improving results for children/youth with low-incidence disabilities; including attention to transitional skills/experiences, augmented with assistive technology as needed.	Identify the number of sites and people impacted from the project staff with activities designed to accomplish this; receive feedback from site supervisors; IBD; learn current techniques from project consultants with their evaluations.

Current Status: We have done an excellent job here as we have a model program in this area. To illustrate just one example at one of our many sites: Twice per week, 25 students, aged 13 to 22 years of age, with moderate to severe mental retardation (including those with physical and sensory disabilities) come to our campus for physical fitness and sport skills training. The physical fitness program has resulted in significant improvements in strength, endurance and flexibility. Before the program, the students could not complete a full day of vocational training without stopping due to fatigue. This has not occurred since our program. Our sport skills component has improved performances in Special Olympics (including a state basketball title) and helped the students learn the activities needed to integrate effectively in community recreational settings. These students now know what to do and how to act in a fitness facility. They know how to swim, bowl, play basketball, football, soccer, volleyball, and many leisure/lifetime games and activities. They know how to act appropriately (socially) in settings as our program pairs each of them up with an age matched peer (my university students). Many of the students with MR demonstrate higher athletic skills and fitness ability than my students. The program has given them health, self-esteem, social skills, and sport skills which they are taking to the work place and will be able to use after graduation. All of our sites and programs address students' Individual Transition Plans so they can better face the non-school world upon graduation. This study has been published in national journals in the field addressing this objective (eg., Journal of Sports Rehabilitation, July 1998; Teaching Exceptional Children, January/February, 1999; Exceptional Parent, 2001).

5. **Promote High Expectations for Students with Low-Incidence Disabilities, Fostering Access to the General Curriculum**	Ensure that all children we work with are taught skills to foster inclusion; teachers are given training to know how to include these children; give our Studts adapted PE equipment methods to teach site tchrs/chldrn to use to ensure successful inclusion.	Check practicum site surveys for the accomplishment of this objective; invoke the participation and evaluation of our assistive tech professors on our activities; ensure our studts are taking Braille & Sign Language to assist process.

Current Status: All of our sites and programs strive hard to maintain maximum participation to facilitate the acquisition of skills (such as motor and sport skills, fitness, social skills, etc.) which foster inclusion. When the addition of more equipment helps, we provide that to the sites by constructing or buying it as needed. We have purchased adapted physical education equipment this year for programs with students with severe/profound/multiple disabilities from the pre-K level through the secondary grades. Teachers, students, and parents are so grateful for the equipment; our students are far more effective working at these sites with the equipment that is needed. Some of the purchases included perceptual-motor toys and a small plastic slide for the pre-K youngsters; basketballs and other sports balls for the middle school groups; dumbbells and weights for the secondary aged students training for sanctioned competition possibly qualifying them as Paralympic contenders; and much more. We have received many in-kind donations of equipment from my own students for these programs. We have received gifts of leotards and tee-shirts from our athletic association for our programs. All of these gifts and equipment/supplies are used to directly foster inclusionary teaching; for example, some of our students will receive a thank-you gift of tee-shirts as the students they are teaching receive the same as a congratulatory gift; our equipment/supplies and teaching are all aimed to foster inclusionary practices at all levels. The practicum site surveys received thus far concur with this claim. **Of special note for this objective is: Sidney Lanier Center Schl:** One of our principal sites (for students with multiple disabilities and mental retardation) was featured in an advertisement in several magazines including a recent **Readers' Digest** for State Farm Insurance (because they donated $5000 to the school as a "good neighbor"). **The teacher, Dr. Steve Noll has the students using digital computer technology for school work and their life interests.**

6. **Develop SEA & LEA Linkages to Help Communicate These Best Practices**	Establish frequent communication channels with Drs. Bob Rider and Lou Bowers at FSU & USF to stay current with latest distance learning and video conferencing technologies; Implement proposed distance learning of our state's endorsement courses for all 67 LEAs to ensure **all** teachers have access to our teacher educ. courses/best practices.	Annual report feedback from state DOE staff (SEA), FSU, USF, LEA's, our IBD, etc. Identify #'s of teachers trained via the new distance learning technologies and our summer course institutes.

Current Status: This objective is being fulfilled to greater degrees than we originally anticipated. For example, we will train more students and teachers in this endorsement this year than ever before. During the first week of May, currently employed teachers were trained in attendance at intense workshops (10-14 hours per day) covering the material necessary to earn this endorsement which is equivalent to 12 hours of college credit. Current students are getting most of these courses done while in school (pre-service); however, these workshops offer our current teachers a do-able way to accomplish this without having to leave their jobs to go back to school. Our May workshop will be held at UF, as it has every year since 1988. Our May workshop has been videotaped for future distance learning needs for our teachers; we plan to have a satellite simulcast of the workshop next year. Beyond these workshops, we have provided four issues of the only known national journal in adapted physical education (Palaestra) for all the newly certified teachers in the entire nation in adapted PE (CAPE's passing the APENS test).

Objectives	Method of Accomplishment	Method of Evaluation
7. **Prepare Students to Teach Children With Low-Incidence Disabilities from A Variety of Cultures/Languages, to Use Braille/Sign Language, to Understand Medical Implications**	The core curriculum required both APE and Sp. Ed. grad Studts includes at least two courses on the medical/physiological aspects of children/youth with low-incidence disabilities; community based Sign Language courses will be required for all funded Studts; a Braille instructor is to be hired as a key project staff member; a course in assistive technol is now required and taught by a an instructor who is legally blind. Students also have infinite access to our project PT.	Students' grades in courses tching in these areas; feedback from our culturally diverse/minority project staff, consultants, & contracted instructors. Identify the numbers of traditionally underrepresented children/youth trained by our programs. Annual report info which must address the success of all ten project objectives.

Current Status: We have done as proposed. We have trained university students who have had cerebral palsy, who are deaf, who are blind, and many with learning disabilities. We have all benefitted from learning about each others' cultures, including useful sign language. Currently, one of our grant's full time graduate students is a male with cerebral palsy. All grant staff will be receiving direct instruction in sign language each year. All grant graduate students take an assistive technology course in the summer to learn how people with any and all disabilities can operate computer technology; the course is taught by an instructor who is legally blind. Our grant consultant teaching us communication with the deaf, this year, is herself deaf. Even our public school students (from the Pre-K grades through the secondary grades; even those with mental retardation) who are deaf assist our program by teaching our university sign language and much more. We embrace all cultures and appreciate that much is to be learned from them so all can benefit.

8. **Vigorously Recruit & Prepare Individuals with Disabilities and Those Underrepresented In the Profession**	Ensure that special attention and commitments are made to the serving, training & hiring of minorities including and appreciating the needs of diverse cultures; PD has served as a UF Minority Mentor for the years; ensure the composition of the IBD is represented by members who are From culturally diverse groups. Advertise the many UF scholarships available for minority students; hire minority staff. **This is a competitive priority.**	Count the number of minority students enrolling and graduating from the pgm; implement their program recommendations from their evaluations as possible; note whether our students are taking advantage of the scholarships available for minority students; note the number of minority project staff hired. **Eg., our Sign Language Tchr is a female who is deaf.**

Current Status: We have done as proposed. I have served as a university minority mentor for three years. Eight of our 20 grant graduate students from the previous funding period were minority students; this year two have minority status with more applying for admission this fall. We have trained university students who have had cerebral palsy, who are deaf, who are blind, and many with learning

disabilities. We have all benefitted from learning about each others' cultures, including useful sign language. Several undergraduate minority students have proven to be outstanding and are given positions of responsibility accordingly. This semester, one of our two full time intern students, putting in 40 hours per week of work, is a black female. Our graduate school provides a great deal of scholarships for students from traditionally underrepresented cultures and ethnic backgrounds. We have the authority to relax admissions standards when we have reason to believe that a minority student's GRE's are not representative of their true potential. Currently, two of our grant full time graduate students are two females who are black, one from a high risk environment. Two others are from hispanic and asian descent. Another is a white female in her late 40's, with several other students at least a decade older than traditional college students. We embrace all cultures and appreciate that much is to be learned from them so all can benefit.

Objectives	Method of Accomplishment	Method of Evaluation
9. Effective Program Self-Evaluation	By administering all evaluation instruments as planned and revising them as needed; by considering all recommendations of the site supervisors, project staff, IBD, our LEAs, our SEA, our inter-university consultants, and making the necessary modifications.	By reviewing the results of these evaluations and recommendations related to all ten project objectives and making the revisions as indicated.

Current Status: Our grant evaluations have been excellent in all categories: site directors, students, site experience; program alumni; teaching evaluations; and the grant report evaluations sent to all levels of administrators (university, school board, state DOE and more)! They have been especially impressive this year as is evidenced by the reception of multiple unsolicited letters of gratitude and appreciation by teachers, workshop participants, parents, colleagues, students, and clients with disabilities this year. In addition, the project co-director won "Teacher/Advisor of the Year" from the special education graduate student organization she advises. Two year ago, our project director earned won the University of Florida's "Presidential Humanitarian Award" in addition to earning the "University of Florida's Superior Performance Award for Faculty." Last year, she named "Educator of the Year" at the FAHPERD honor awards ceremony. Finally, both the project director and the project co-director earned the university's "Teaching Incentive Program" award for excellent and effective teaching with the demonstrated ability to reach out to a vast amount of students and the community of multiple/diverse backgrounds and settings.

10. Ensure Cost-Effectiveness and Future Project Self-Sufficiency	Institutionalize project activities as able; by virtue of the annual project of the semi-annual project reports sent to the university, community sites, LEA's, and SEA's (state DOE officials) which ask for their comments and thus ensures their awareness of the project activities and the need to continue and expand upon these efforts.	Count the numbers of new jobs opening, especially where critical personnel shortages exist. Count the number of program graduates employed in the state and region. Note the type and amount of new LEA, university, and departmental assistance given to the program.

Current Status: This is the hardest objective to fulfill but we have already made much progress. Since the start of our grant, we have initiated at least 20 new sites/programs in addition to the 28 proposed. With this sort of visibility and impact other agencies are sure to make progress. Our area YMCA has begun an adapted aquatics and an adapted gymnastics program since we were funded. Our community recreation leaders have begun an adapted aquatics program for public school children with disabilities during the summer. Last month our community hosted the State Special Olympics Games (again) which was coordinated by the Gainesville Sports Organizing Committee (certainly our students manned the event; but the community has now taken the initiative and responsibility of directing and coordinating he event. A new committee of community leaders has just formed to establish Gainesville as a national training center for several wheelchair sports. It seems our university leaders, community sites, LEA's and SEA's are starting to take notice of our impact and realize with a little help on everyone's part that much progress can be made. We formulate and mail out our annual report forms to these agencies in June after all our self-evaluation surveys have been distributed and returned for analysis.

TABLE 2: PRACTICUM SITE MANAGEMENT PLAN: Impact of the Project

Practicum site/pgm	Disabilities	Clients/yr	Ages	Grad Studt*	Superv**	Objectives***
1. Metcalfe Elemen.	**All PI; all SI**; AUT	60	3-12	1, 2	2	1-7, 9, 10
2. Howard Bishop Mid	**All PI; all SI**	50	11-16	1, 2	2	1-7, 9, 10
3. Eastside High Sch	**All PI; all SI**	40	14-20	2, 3	2	1-7, 9, 10
4. Lake Forest Elem	**All SI; AUT**; all PI	60	3-12	3, 4	2	1-7, 9, 10
5. Sidney Lanier Ctr Schl	**SMR; all SI**; all PI; AUT	200	3-22	4, 5	2	1-7, 9, 10
6. YMCA aft sch @ SLC	**SMR; all SI**; all PI; AUT	50	3-22	5	2	1-10
7. YMCA Adap Aquatics	**All PI; all SI**; AUT	50	5-90	6	2	1-7, 9, 10
8. City's NE Park/ Pool	**SMR; all SI**; all PI	300	3-22	5, 6	2	1-7, 9, 10
9. A.Q. Jones Ctr	Aut, TBI, HI, VI, behav dis.	100	6-22	4	2	1-7, 9, 10
10. Terwilliger Elem Pre-K	All PI, all SI, Aut	20	3-5	1	2	1-7, 9, 10
11. Area schls, multi-county	**All PI; all SI**; SMR; AUT	700	3-21	10	3	1-7, 9, 10
12. Ther. Horsebk Rdg	**All PI; all SI**; AUT	20	1-30	7	1	1-7, 9, 10
13. Tacachale trg ctr	**SMR; all SI**; all PI; AUT	500	0-99	8	2	1-7, 9, 10
14. Exceptl Industries	**SMR; all SI**; all PI; AUT	100	16-60	8	2	1-7, 9, 10
15. Cty Prks/WchrTennis	Welcome to **all**	30	0-99	9	1	1 - 10
16. Elite Athl Whchr Bsk	Welcome to **all**	30	0-99	9	4	1 - 10
17. UF Facilities	UF, community, all PI, SI	100	0-99	9	3	1 - 10
18. Special PE Lab	UF, community, all PI, SI	50	18-99	7,8,9,10	2	1 - 10
19. SLC fit stdy/SPEL	**SMR**,TBI, SMD, all SI	30	13-22	5,6,7	2	1-7, 9, 10
20. Special Olympics	**SMR**,,SMD, TBI, all SI	700	6-99	all	4	1-7, 9, 10
21. "Our Own Games"	**All PI; all SI**; AUT	150	3-14	all	4	1-7, 9, 10
22. Sprts Ability Games	**All PI; all SI**	200	12-99	all	4	1-7, 9, 10
23. Camps for Disabled	**All PI; all SI**; SMR; AUT	500	6-99	all	1	1 - 10
24. Camp ExploraSport	**SOI**; TBI; others soon	50	18-99	all	4	1 - 10
25. Maplewood/Hillcrest	**All PI; all SI; SMR; AUT**	120	3-21	10	1	1-7, 9, 10
26. Adapt Aquatics/UF pool	**All PI; all SI, SMR; AUT**	70	3-16	10	1	1-10
27. Assist Sum Instit	**Current tchrs**, students	100	20-65	all	5	1-10, esp 6
28. Dist Lrng-all FL LEAs	PE, Sp.Ed., Reg. Ed. Tchrs	2000	21-65	all	5	1-10, esp 6
Total Impact = 4260	Subtract due to overlap of clientele in various programs = about					
(Excluding #'s 27, 28)	**3500 different clients impacted per year. After year 1, dist lrng will aim for LEAs beyond state (all U.S.)**					

KEY:

***Graduate Student Identification Number (1-10)**

The ten graduate students proposed for the project have been numbered 1-10. They will be assigned to the sites according to their number. For optimal exposure and learning, all students will be encouraged to exchange numbers every 8-16 weeks as mutually agreed. U-grads will assist all sites above.

****Type of Supervision** refers to the following:

1 = Essentially all graduate student supervision is performed by the site supervisor.
2 = Grad. student supervision is done mostly by site supervisor with project staff as needed.
3 = Grad. stud't supervision shared equally between the site supervisor and the project staff.
4 = Grad. stud't supervision done mostly by the project staff and some by the site supervisor.
5 = Graduate student supervision is done exclusively by the project staff.

*****Project Objectives addressed: (Objective #8 reflects OSERS competitive priority; Absolute priority addressed via all other objectives)**

1 = Teach students/teachers APE
2 = Improve program content
3 = Implement best practices
4 = Improve service/results with curric/methods above
5 = High expectations/inclusion for low-incid disabils
6 = Develop SEA & LEA linkages to communicate best practices
7 = Train personnel to teach low-incid disabils incl deaf, blind, diverse cultures
8 = Recruit personnel with disabilities/underrepresented grps (compet. priority)
9 = Self-Evaluation
10 = Cost effectiveness/future self-sufficiency

Key to Acronyms used to describe the types of **Low-Incidence Disabilities** served above:

AUT =	Autism	**D =**	deaf
SMR =	Severe mental retardation	**B =**	blind
SMD =	Severe multiple disabilities	**HI =**	hearing impairments
SOI =	Severe orthopedic impairments	**VI =**	visual impairments
TBI =	Traumatic brain injury	**D/B =**	deaf/blind

ALL PI = All phys. imp. above (SOI, SMD, TBI) All SI = All sensory impairments above

IV. BUDGET INFORMATION

Our budget expenditures are excellent. We have expended all of our allocated funds for this fiscal year; we will have no leftover funds after the funding year. This past year we had 17 graduate students (13 on assistantships, four on consultantships) which is more than what we anticipated we would attract. We budgeted ten at the most, so my (the project director's) summer stipent is already spent on these students! In addition, we granted 10 scholarships to undergraduates and teachers in the field, (one paid through the grant; the others paid through continuing education (their fees were partially or fully waived), all of whom are earning their state endorsement in adapted physical education and will be applying to take the national APENS test. We have supplied area teachers of students with low-incidence (multiple disabilities) with all sorts of needed adapted equipment and supplies for their programs. (We are humbled and gratified by the thank you notes and thank you posters from our various sites; they are extremely appreciated).

V. SUPPLEMENTAL INFORMATION/CHANGES.

No changes; just more progress has occurred than ever predicted! Pages 1-24 in the approved grant application describe the nature of each of the 28 proposed sites and programs. All were addressed in a manner consistent with the proposal in that our grant staff either directed the site/program or assisted with it at the level needed. (See Table 2, above, in this report). Beyond these sites, over 20 **additional** sites were addressed by our staff. In addition, at least 35 presentations and publications were generated by our staff on adapted physical activity topics over the past year alone. A brief description of these new sites/programs and these presentations is given below.

Additional sites/programs beyond what was originally proposed:

1. SLC Afterschool: We are now directing the programming for the afterschool program at Sidney Lanier Center, one of our main sites during the school day.

2. NE Pool: During the months of May - September, we are assisting with the adapted aquatics programs at our city pool; students with disabilities from our area schools and summer schools come her during these months for instruction and recreation.

3. Fl Pool: Our adapted aquatics program at Florida Pool has expanded beyond what was reported in the table. During March and April in conjunction with the "Instructors of Adapted Aquatics" course, it has expanded from teaching 40 to 70 children and 40 to 111 UF students over the past 3 years.

4. Metcalfe Blind Program: We are working to assist the teacher directing a new aftershool program for students there who are blind; in addition to their units (Pre-K through 5th grade of children with physical impairments.

5. Westwood Middle School: During the month of May, students with disabilities from Westwood Middle School walk to their adjacent city pool for swimming instruction and recreation; we supply the teachers with the volunteers they need. They now have a traveling Special Olympics basketball team. Their physical education teacher won teacher of the year for her dynamic, inclusionary programs there for her new students with disabilities ranging from moderate to severe/profound impairments.

6. Talbot Elem: We assist and consult with Special Education teachers there; at least one with a group of children with low-incidence (severe/profound) disabilities including physical disabilities and autism. We are helping her with student assistance and any needed adapted equipment to facilitate inclusionary practices.

7. Bronson High School (Levy County): We are assisting the physical education teacher with his classes for students with multiple disabilities. Our undergraduates work with these students on motor skills and sport skills. They assist this county and neighboring Dixie and Gilchrist counties with their Speical Olympics Games, as well. The Bronson teacher coordinates all of this and is an alumnus of our graduate program in Special PE here at UF.

8. Gainesville Boys & Girls Club: We are providing guest lectures on wheelchair sports along with adapted equipment demonstrations for all the children and staff; the program director is a past graduate student of our program and ensures that all students with disabilities are getting the adaptations they need to succeed and be included with their peers in a positive, nurturing environment for all. This year we have implemented sign language training for the children there so that they can better communicate with their deaf and physically challenged peers there and in their schools and higher risk communities.

9. Parental assistance: We provide assistance to parents and families with children with disabilities as needed. This may be in the form of donated equipment like a therapy ball or an adapted sports racquet. It also may include students assistance for community programs with the child. Students (from the community or from UF) aged 18 or over can participate in our exercise therapy program at UF. We provide networking assistance for families desiring information such as the availability of summer programs or summer camps for their child with disabilities.

10. Lake Forest Elem ESE: In addition to assisting the PE teacher at this school with over 200 ESE students, we now assist the classroom teachers, especially the pre-K levels, where motor skills are needed to be taught daily (and PE is not available at the pre-K level) in our county due to funds, etc.
Consulting with teachers and principals on adapted PE needs in:

11. Fun & Fitness Days: We provide student assistance to all elementary schools, at their request, for these special days, especially to facilitate the successful inclusion of their students with disabilities into the events.

12. Kanapaha Middle School: We provide student assistance to this and other middle schools for their yearly "Hoops-for-the-Heart" and track and field days to facilitate the successful inclusion of their students with disabilities into the events. In addition, we assist this site as it is one of the host sites for our State Special Olympics Basketball tournament.

13. Special Olympics State Basketball Championships: We provided student assistance to coordinate and man the many venues for this event, now the second year it was held in Gainesville.

14. Very Special Arts Program. We assist this excellent program with student assistance for their various programs at Westwood and Kanapaha Middle Schools. Also donated leotards and other work out clothes for their activities.

15. GatorSport Exploration Camp. This new two day camp held on campus in July and August is sponsored by UF's Department of Occupational Therapy and is staffed significantly by our students; we also provided much of the adapted physical education equipment.

16. Sponsorship of an elite athlete with CP. We are working to secure sponsors for an area athlete with cerebral palsy who has won multiple Paralympic gold medals but has no sponsors to assist his travel to national qualifying events and training camps. He attended our own Alachua County public schools until he graduated, and is now self-employed. We were able to help him with some travel funds this year.

17. Hillcrest School and Maplewood Elementary in Ocala (Marion County). These are center schools for students with disabilities; we assist their physical education teachers with adapted physical education students and equipment.

18. CPR Instruction. Our graduate students help ensure that our staff have current CPR certificates.

19. Summer Day Camp for Children with Disabilities. We are assisting a new program this summer (since 1998) for children with disabilities. This camp is conducted at the Martin Luther King Center and at Northeast Pool in Gainesville.

20. Columbia High School (Columbia County). We are supplying master teacher/graduate assistant services in adapted physical education and special education at this site for students with multiple disabilities including autism, physical disabilities, sensory disabilities, and mental deficiencies.

Other services: Sports Medical Coverage: We now provide certified athletic trainers for our local wheelchair basketball, tennis, and track athletes; these students assist with their training and rehabilitation and accompany them to their games and tounaments (with no cost to our grant; all donated travel funds).

20+. No doubt, many other sites/programs we have momentarily forgotten to mention!.

Presentations given during our three year grant cycle through this year on topics related to the grant:
NATA National Conference & Symposium. "Introduction to Sports Medical Issues for Athletes with Disabilities," "True Grit: Athletes with Disabilities." Baltimore, MD, June 20, 1998.

NAFAPA (North American Federation of Adapted Physical Activity), "The Effects of an Integrated, University Based, Sport and Fitness Program on Adolescents with Mental Retardation," research poster presentation, Minneapolis, MN, September, 25, 1998.

NAFAPA (North American Federation of Adapted Physical Activity), "The Effects of a Pain-Free Program of Exercise Therapy of Individuals with Intermittent Claudication Due to Peripheral Vascular Disease," research presentation, Minneapolis, MN, September 26, 1998.

FAHPERD Conference. "Inclusionary Ideas in Adapted Aquatics," Daytona Beach, October 16, 1998.

Girl Scout Cadet Troop #68, Alachua, FL. "How People with Disabilities Can Excel in Sports," October 20, 1998.

LEI 2000: Introduction to Recreation. "How Adapted Equipment Can Maximize Potentials!" Nov. 10, 1998.

Physical Therapy Graduate Students. "Adapted Physical Activity Programs and Exercise Therapy Research at the University of Florida and Beyond, November 19, 1998.

PET 2931 Honors Course: "Sports Medical Concerns in Training Athletes with Disabilities." (Dr. Murphey, Coordinator), February 27, 1999.

LEI 2000: Introduction to Recreation. "Sports for People with Disabilities & Adapted Equipment to Maximize Potentials!" March 23, April, 1999.

LEI 3705: Leisure Recreation for Special Populations. "The Sky's the Limit! What's Available in Sports and Adapted Equipment for People with Disabilities," April 7, 1999.

AAHPERD National Conference. Adapted Physical Education Activity Council: "Creative Ideas for Individuals with Disabilities in Sports," (with Sarah Everheart of 'Shake a Leg' Foundation), Boston, MA, April 20, 1999.

NCPERID (National Consortium for Physical Education and Recreation for Individuals with Disabilities) annual Conference. "The Effects of an Integrated Fitness and Sports Program for Adolescents with Mental Retardation," research poster presentation submitted for the NCPERID Conference, Tampa, FL, July 15, 1999.

NCPERID (National Consortium for Physical Education and Recreation for Individuals with Disabilities) annual Conference. "The Effects of Pain-Free Exercise Training on Individuals with Peripheral Vascular Disease," research poster presentation for the NCPERID Conference, Tampa, FL, July 15, 1999.

NCPERID (National Consortium for Physical Education and Recreation for Individuals with Disabilities) annual Conference. "The Search for the 'Ultra-Stretch' -- Static versus PNF Stretching on Adolescents with and without Mental Retardation," research poster presentation for the NCPERID Conference, Tampa, FL, July 15, 1999.

Gainesville Boys and Girls' Club. "How Adapted Physical Education Equipment Can Be Fun for Everyone!" April 15, 1999.

Gator Life Faculty. "The Importance of Flexibility" and "A Practical Lab in Achieving Flexibility," University of Florida, May 25, 1999.

Minnesota National Physical Education Conference, "Adapted Equipment and Exercise Ideas to Facilitate Success!" June 23, 1999.

Minnesota National Physical Education Conference, "A Look at What's Happening on the National Scene in Adapted Physical Activity," June 23, 1999.

Minnesota National Physical Education Conference, "ADD/ADHD: What's up with that? Understanding, Accepting, Adapting," June 24, 1999.

Minnesota National Physical Education Conference, "Understanding Medical Aspects of Individuals with Disabilities to Facilitate Incredible Accomplishments!" June 25, 1999.

NCPERID (National Consortium for Physical Education and Recreation for Individuals with Disabilities) annual Conference. "The Effects of an Integrated Fitness and Sports Program for Adolescents with Mental Retardation," research poster presentation, NCPERID Conference, Tampa, FL, July 15, 1999.

NCPERID (National Consortium for Physical Education and Recreation for Individuals with Disabilities) annual Conference. "The Effects of Pain-Free Exercise Training on Individuals with Peripheral Vascular Disease," research poster presentation, NCPERID Conference, Tampa, FL, July 15, 1999.

NCPERID (National Consortium for Physical Education and Recreation for Individuals with Disabilities) annual Conference. "The Search for the 'Ultra-Stretch' -- Static versus PNF Stretching on Adolescents with and without Mental Retardation," research poster presentation, NCPERID Conference, Tampa, FL, July 15, 1999.

OSEP (Office of Special Education Programs) National Personnel Training Conference. "Results and Benefits of an Integrated Program of Physical Fitness & Sports for Adolescents with Mental Retardation," research poster, Washington, D.C., Sept. 9, 1999.

PET 4742 Teaching in the Middle/High School: Guest lecture: "The Florida Adaptive Physical Education Endorsement and the Adapted PE National Standards Exam/Certification," September 21, 1999.

Florida Family Network for Disabilities, State Retreat for Parents. "Adapted Equipment and Programs for Children with Severe Physical and Sensory Disabilities; What's Really Possible/Available? Lots!" Gainesville, FL, September 24-25, 1999.

Florida Adult Day Care Association, State Conference. "Using Therapy in Activities: Adapted Equipment and Methods to Facilitate the Enhancement of Physical Fitness and Fun!" Tampa, FL, October 9, 1999.

FAHPERD Conference. "Inexpensive Equipment Ideas to Facilitate Success in Adapted Aquatics," Orlando, FL, October 16, 1999.

Physical Therapy Graduate Students. "Adapted Physical Activity Programs and Exercise Therapy Research at the University of Florida and Beyond," University of Florida, Physical Therapy Department, November 12, 1999.

Florida Department of Education and Department of Health Statewide Coordinators Conference. "Current Trends in Adapted Physical Education," Orlando, FL, November 18, 1999.

AAHPERD National Conference. National Association for Sport and Physical Education; National Council of Athletic Training, "Web-Based Portfolios and Instructional Computer Software in Athletic Training," Orlando, FL, March 22, 2000.

PET 2931 Honors Course: "Achieving the Ultra-Stretch for Everyone: Elite Athletes, Children, the Elderly, People with Disabilities, and Especially You," February 14, 2000.

Kennedy Space Center (NASA) Rehab Works: "Aging and Exercise: How Exercise Can Help Prevent and Manage Disabilities Which Worsen with Age," February 24, 2000.

Gator Life Faculty. "The Importance of Flexibility" and "A Practical Lab in Achieving Flexibility," University of Florida, March 1, 2000.

AAHPERD National Conference. National Association for Sport and Physical Education; National Council of Athletic Training, "Web-Based Portfolios and Instructional Computer Software in Athletic Training," Orlando, FL, March 23, 2000.

Southeastern Athletic Trainers' Association (SEATA): "Static versus PNF Stretching on Adolescents with and without Mental Retardation," research poster presentation submitted for the SEATA research symposium, Atlanta, Georgia, March 30-April 1, 2000.

Southeastern Athletic Trainers' Association (SEATA): "Rehabilitation of Injuries to Athletes with Disabilities," mini-course, invited presentation, March 31, 2000.

LEI 3705: Leisure Recreation for Special Populations. "Physical Activities and Sports for People with Disabilities: Anything's Possible!" April 24, 2000.

Dannecker, E; Horodyski, MB; Stopka, C. "Prognostic Factors for Recovery from Anterior Cruciate Ligament Reconstruction Surgery." National Athletic Trainers' Asso. Conference & Symposium, Nashville, TN, June 30, 2000.

Keynote graduation speaker for Sidney Lanier Center School, Alachua County, FL, May 31, 2000.

Stopka, C; Siders, R; Morley, K; Reagan, K; Stopka, S. "A comparison of static and PNF stretching techniques on the sit-and-reach performance in youth and adults." *NCPERID* Annual Conference, Washington, D.C., July 10, 2000.

Stopka, C; Siders, R; Morley, K; Reagan, K; Houck A; Stopka, S. "A comparison of static and PNF stretching techniques on improving sit-and-reach performance in youth with mental retardation as compared to youth and young adult control groups." *NCPERID* Annual Conference, Washington, D.C., July 10, 2000.

Stopka, C; Siders, R; Morley, K; Reagan, K; McCowan L; Stopka, K. "A comparison of the order of administration of static and PNF stretching techniques on improving sit-and-reach performance in youth with mental retardation." *NCPERID* Annual Conference, Washington, D.C., July 10, 2000.

Stopka,C & Halliday, K. "Exploring Adapted Recreational Activities for Students with Disabilities: An Interactive Presentation," Columbia County ESE teachers, Lake City, FL, August 7, 2000.

PET 3821 Teams Sports: Guest lecture: "The Florida Adaptive Physical Education Endorsement and the Adapted PE National Standards Exam/Certification," October, 19, 2000.

LEI 3705: Leisure Recreation for Special Populations. "Individuals with Disabilities and Adapted Physical Activity," October, 25, 2000.

Stopka, C. & Bowie, L. "Achieving the Ultra-Stretch: A Method of Achieving Flexibility and Fitness for Everyone," World Congress & Exposition on Disabilities, Atlanta, GA, November 10, 2000.

Stopka, C. & Bowie, L. "Adapted Equipment for People with Disabilities in Physical Education, Recreation and other Life Sports, Games, and Activities," World Congress & Exposition on Disabilities, Atlanta, GA, November 11, 2000.

PET 2931 Honors Course: "Achieve the Ultra-Stretch: PNF Stretching for Everyone." (Dr. Siders, Coordinator), January, 24, 2001.

OSEP (Office of Special Education Programs) National Personnel Training Conference. "Results and Benefits of an Integrated Program of Adapted Physical Activities for Students with Low-Incidence Disabilities," multi-media/poster presentation, Washington, D.C., February 22, 2001.

SEATA Annual Conference. "Athletes with Disabilities: Exceptional Opportunities for Athletic Trainers; Considerations for Rehabilitation." Atlanta, Georgia, March 24, 2001.

Florida Adult Day Care Association, State Conference. "Do It Yourself Adapted Activities: Adapted Equipment Ideas which are Affordable, Therapeutic, and Fun for Everyone," Orlando, FL, June 9, 2001.

Publications during our three year grant cycle through this past year related to the grant
Articles:

Stopka, Christine; Wolper, Rachel; Scott, Katherine; Seeger, James; Ballinger, Ray; Graves, James. "Pain-Free Exercise Training for People with Peripheral Vascular Disease?" Palaestra, Volume 14, #2, Spring, 1998, pp 20-23.

Stopka, Christine. "Treatment and Rehabilitation of Injuries to Athletes with Disabilities." Proceedings from the 1998 Gatorade/GSOC Sports Medicine Seminar, April 17-19, April 18th Section, p.28.

Stopka, Christine. "Introduction to Sports Medical Issues for Athletes with Disabilities," Proceedings for the 1998 Annual NATA National Conference & Symposium, Baltimore, MD, pp. 256-258, June, 1998.

Stopka, Christine B.; Zambito, Kimberly L.; Suro, David G.; Pearson, Kevin P.; Siders, Ronald A.; Goff, Buffy H. "Muscular Endurance and Physical Capacity to Perform Work of Adolescents with Mental Retardation," Journal of Sport Rehabilitation, Volume 7, #3, August, 1998,
pp.197-205.

Stopka, CB. "The Effects of a Pain-Free Program of Exercise Therapy of Individuals with Intermittent Claudication Due to Peripheral Vascular Disease," proceedings of NAFAPA (North American Federation of Adapted Physical Activity) Conference, Minneapolis, MN, pp. 36-37, Sept. 25-26, 1998.

Stopka, CB. "The Effects of an Integrated, University Based, Sport and Fitness Program on Adolescents with Mental Retardation," proceedings of NAFAPA (North American Federation of Adapted Physical Activity) Conference, Minneapolis, MN, p. 37, September 25-26, 1998.

Stopka, Christine Boyd & Zambito, Kimberly L. "Referred Visceral Pain: What Every Sports Medicine Professional Needs to Know, Athletic Therapy Today, Volume 4, #1, January, 1999, pp. 29-36.

Stopka, Christine, Jamie Pomeranz, Ronald Siders, Mary K. Dykes, and Ann Goodman. "Transitional Skills for Wellness: University students & adolescents with mental retardation work together to learn health, fitness, & recreational skills for life," TEACHING Exceptional Children, Vol. 31, #3, Jan/Feb 1999, pp. 6-11.

Stopka, Christine. "The National Scene: Disability Sports Organizations – Deaf Athletic Association of America (DAAA), Disabled Sports USA (DS/USA), Special Olympics International (SOI), United States Association of Blind Athletes (USABA), USA Deaf Sports Federation (USADSF), United States Cerebral Athletic Association (USCPAA), and Wheelchair Sports/ USA (WS/USA)," (author and section editor), ***Palaestra,*** Volume 15, #4, Fall 1999, pp. 9-13.

Z. Bi, A. P. Bruner, J. Li, K. N. Scott, Z. S. Liu, C. B. Stopka, H. W. Kim, D. C. Wilson. "Spectral fitting of NMR spectra using an alternating optimization method with a priori knowledge," ***Journal of Magnetic Resonance,*** Volume 140, pages 108-119, 1999.

Stopka, Christine. "The National Scene: Disability Sports Organizations Progress and Current Events – Deaf Athletic Association of America (DAAA), Disabled Sports USA (DS/USA), Special Olympics International (SOI), United States Association of Blind Athletes (USABA), USA Deaf Sports Federation (USADSF), United States Cerebral Athletic Association (USCPAA), and Wheelchair Sports/ USA (WS/USA)," ***Palaestra,*** Volume 16, #1, Winter 2000, pp. 8-11.

Stopka, C., Deere, R., Curran, K., & Elliot, L. (2000). "Precautionary Steps to Protect Athletic Trainers and Other Allied Health Care Professionals from Blood Borne Pathogens," ***Kentucky Association for Health, Physical Education and Recreation Journal,*** Volume 36 (1), pp. 16-17.

Stopka, Christine. (2001). "Adapted equipment ideas to enhance your aquatics program; Part 1: New twists to conventional equipment," ***Palaestra,*** Volume 17, #1, Winter, pp. 36-43.

Stopka, Christine. (2001). "The Ultra-Stretch: An easy, safe, and painless way to improve flexibility, strength, and endurance," ***Exceptional Parent,*** May, 2001, pp. 36-39.

Stopka, Christine. (2001). "Adapted equipment ideas to enhance your aquatics program; Part II: Unique equipment ideas," ***Palaestra,*** accepted for Volume 17, #2, Spring, pp. 40-43.

Horodyski, MaryBeth; Fiolkowski, Paul; Stopka, Christine. (2001). "Returning to Athletics After Mononucleosis,"***Athletic Therapy Today,*** Volume 6, #4, July, 2001, pp.47-52.

Deere, R., Stopka, C., Curran, K., Bolger, C. "Universal Precautions for Blood Borne Pathogens: A Checklist for *Your* Program," ***Strategies,*** Volume 14, #6, July/August, 2001, pp.18-19.

Books:

Stopka, Christine and Lorilynn Bowie. *Adapted Equipment Ideas to Facilitate Inclusion*, 2nd Ed., Burgess Co. Publishers, Minneapolis, MN, 74 pp 2000.

Bowie, Lorilynn and Christine Stopka. Physical Educators Guide to: Achieving the Ultra-Stretch for Ultimate Performance of The President's Challenge Physical Fitness Test, Cramer Products, Gardner KA, 32 pp, 2000.

Abstracts:

Stopka, Christine. "Treatment and Rehabilitation of Injuries to Athletes with Disabilities," Fourth Annual Gainesville Sports Organizing Committee Sports Medicine Conference Proceedings, April, 1998.

Stopka, Christine. "Introduction to Sports Medical Issues for Athletes with Disabilities," Part 1 of the session "True Grit: Athletes with Disabilities." NATA National Conference, Baltimore, MD, June 20, 1998.

Stopka, CB. "The Effects of an Integrated, University Based, Sport and Fitness Program on Adolescents with Mental Retardation," research poster presentation, NAFAPA (North American Federation of Adapted Physical Activity), Minneapolis, MN, September, 25, 1998.

Stopka, CB. "The Effects of a Pain-Free Program of Exercise Therapy of Individuals with Intermittent Claudication Due to Peripheral Vascular Disease," research presentation, NAFAPA (North American Federation of Adapted Physical Activity), Minneapolis, MN, September 26, 1998.

Stopka CB, Benham T, Ling K. "Adapted Equipment Ideas to Facilitate Inclusionary Teaching in Adapted Aquatics," FAHPERD Conference. Daytona Beach, October 16, 1998.

Franklin PJ, Kaminski TW, Horodyski MB, Stopka CB. "An Examination of Eversion/Inversion Isokinetic Strength Ratios between Uninjured and Functionally Unstable Ankles." Research Presentation submitted to the National Athletic Trainers Association National Conference, Kansas City, MO, June, 1999.

Stopka, C; Pomeranz, J; Siders, R; Dykes, MK. NCPERID (National Consortium for Physical Education and Recreation for Individuals with Disabilities) annual Conference. "The Effects of an Integrated Fitness and Sports Program for Adolescents with Mental Retardation," published research abstract, NCPERID's *Advocate,"* Volume 28, # 1, Fall, 1999, page 3.

Stopka, C. NCPERID (National Consortium for Physical Education and Recreation for Individuals with Disabilities) annual Conference. "The Effects of Pain-Free Exercise Training on Individuals with Peripheral Vascular Disease," published research abstract, NCPERID's *Advocate,"* Volume 28, # 1, Fall, 1999, pp 3-4.

Stopka, C; Pomeranz, J; Siders, R; Bowie, L; Baker, J; Stopka, K. NCPERID (National Consortium for Physical Education and Recreation for Individuals with Disabilities) annual Conference. "The Search for the

'Ultra-Stretch'—Static versus PNF Stretching on Adolescents with & without Mental Retardation," published research abstract, NCPERID's *Advocate,"* Volume 28, # 1, Fall, 1999, page 4.

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Stopka, C; Kaminski, T; Deere, Randy. "Applying web-based portfolios and computer based instruction in athletic training and physical education." *AAHPERD* Annual Conference program, Orlando, FL, p. 74, March 23, 2000.

Stopka, C; Siders, R; Morley, K; Reagan, K; Stopka, S. "A comparison of the static and PNF stretching techniques on improving on improving sit-and-reach performance." *SEATA* Annual Conference program, Atlanta, GA, p. 57, March 31, 2000.

Dannecker, E; Horodyski, MB; Stopka, C. "Prognostic Factors for Recovery from Anterior Cruciate Ligament Reconstruction Surgery." Journal of Athletic Training, Volume 35, #2 (Supplement), p. S-79, April-June, 2000.

Stopka, C; Siders, R; Morley, K; Reagan, K; Stopka, S. "A comparison of static and PNF stretching techniques on the sit-and-reach performance in youth and adults." Accepted for the *NCPERID* Annual Conference, Washington, D.C., July 10, 2000.

Stopka, C; Siders, R; Morley, K; Reagan, K; Houck A; Stopka, S. "A comparison of static and PNF stretching techniques on improving sit-and-reach performance in youth with mental retardation as compared to youth and young adult control groups." Accepted for the *NCPERID* Annual Conference, Washington, D.C., July 10, 2000.

Stopka, C; Siders, R; Morley, K; Reagan, K; McCowan L; Stopka, K. "A comparison of the order of administration of static and PNF stretching techniques on improving sit-and-reach performance in youth with mental retardation." Accepted for the *NCPERID* Annual Conference, Washington, D.C., July 10, 2000.

Stopka, Christine. (2001). *Personnel Preparation: Discretionary Projects supported by OSEP under IDEA*: "Multi-disciplinary Preparation of Educators to Improve Services and Results for Children with Low-Incidence Disabilities in Adapted Physical Education," ERIC, CEC, Washington, D.C., page 77.

Stopka, C; Siders, R; Morley, K; Reagan, K; Stopka, S. "A comparison of static and PNF stretching techniques on the sit-and-reach performance in youth and adults," published research abstract, NCPERID's *Advocate,* Volume 29, #2, Winter 2001, page 3.

Stopka, C; Siders, R; Morley, K; Reagan, K; Houck A; Stopka, S. "A comparison of static & PNF stretching techniques on improving sit-and-reach performance in youth with mental retardation as compared to youth & young adult control groups," research abstract, NCPERID's *Advocate,* Volume 29, #2, Winter 2001, page 3.

Stopka, C; Siders, R; Morley, K; Reagan, K; McCowan L; Stopka, K. "A comparison of the order of administration of static and PNF stretching techniques on improving sit-and-reach performance in youth with mental retardation," published research abstract, NCPERID's *Advocate,* Volume 29, #2, Winter 2001, page 4.

Stopka, C. "Achieving the Ultra-Stretch: A Method of Achieving Flexibility and Fitness for Everyone," *World Congress & Exposition on Disabilities, Atlanta,* GA, November 10, 2000, conference program, p.36.

Stopka, C. "Adapted Equipment for People with Disabilities in Physical Education, Recreation and other Life Sports, Games, & Activities," *World Congress & Exposition on Disabilities,* Atlanta, GA, Nov. 11, 2000, conference program, p. 40.

Dykes, Mary K. School based needs of students with significant physical or health disabilities: Roles of medical, nursing, and educational professionals. Florida Conference of School health coordinators, Orlando, FL, November, 2000.

Stopka, C. "Results and Benefits of an Integrated Program of Adapted Physical Activities for Students with Low-Incidence Disabilities: A multi-media presentation," *OSEP (Office of Special Education Programs) National Project Director's Conference: Embracing Diversity and Building Partnerships for Personnel Preparation*, research and program abstract, Feb. 22, 2001, conference program, p. 22.

Stopka, SEATA Annual Conference. "Injury Examination and Intervention: Issues in the Exceptional Athlete," District IX *(SEATA)* 2001 Annual Members' Meeting & Symposium proceedings, Atlanta, Georgia, March 23-25, 2001, pp.5-7.

Stopka, C. "Adapted Equipment for People with Disabilities in Physical Education, Recreation and other Life Sports, Games, & Activities –A Follow-up from last time," *World Congress & Exposition on Disabilities,* Atlanta, GA, September 29, 2001, accepted for presentation.

Stopka, C. "Achieving the Ultra-Stretch: A Method of Achieving Flexibility and Fitness for Everyone –A Follow-up from last time," *World Congress & Exposition on Disabilities, Atlanta,* GA, September 30, 2001, accepted for presentation.

Media Reviews:
Stopka, Christine. Published critique on the text "Facilitated Stretching," for the *Journal of Sport Rehabilitation*, Volume 9 (1), Feb., 1999, in press.

Stopka, Christine. Published critique on the text "Biomechanics of Musculoskeletal Injury," for the *Journal of Sport Rehabilitation*, Volume 8 (1), Feb., 1999, pp. 60-61.

Media and Technology
Sidney Lanier Center Schl: One of our principal sites (for students with multiple disabilities and mental retardation) was featured in an advertisement in the *March 1999* **Readers' Digest** for State Farm Insurance (because they donated $5000 to the school as a "good neighbor"). **The teacher, Mr. Steve Noll has the students using digital computer technology for school work and their life interests.**

Media Publications on our programs and research:
Stopka, C. "True Grit: Athletes with Disabilities--Introduction to Injuries to Athletes with Disabilities," NATA Clinical Symposia: Resourceful Recordings, Meriden, CT, 1998 (45 min. audio-cassette).

Stopka, Christine. "Pain Free Exercise Training for Patients with Peripheral Vascular Disease." University of Florida News and Public Affairs, released and aired Oct. 27, 1998 (2 min. news broadcast); **UF News and Public Affairs news release; aired on WUFT TV Channel 5 News; at 5:30pm; and WCJB TV Channel 20 News at 6pm and 11pm.**

"UF Research Finds Pain-Free Treatment That Helps Elderly Increase Walking Distance," **Independent Florida Alligator**, page 12, November 4, 1998.

"UF Research Finds Pain-Free Treatment That Helps Elderly Increase Walking Distance," **The Friday Post,** cover story, page 1, November 6, 1998.

Stopka, Christine. "The Instructors of Adapted Aquatics Program at the University of Florida – how it impacts the community serving at least three area schools (pre-K through middle school), about 50 children with disabilities." **TV-20 News at 6pm and 11pm**, April 25, 2000.

Stopka, C. & Bowie, L. "Achieving the Ultra-Stretch: A Method of Achieving Flexibility and Fitness for Everyone," World Congress on Disabilities, **Showorks, Inc.,** Atlanta, GA, November 10, 2000.

Stopka, C. & Bowie, L. "Adapted Equipment for People with Disabilities in PE, Recreation and other Life Sports, Games, & Activities," World Congress on Disabilities, **Showorks, Inc.,** Atlanta, GA, Nov. 11, 2000.

Stopka, Christine and Patrick Sullivan. "Adapted Equipment Ideas to Facilitate Inclusionary Physical Activities," 28 min., **Insight Media**, New York, NY, 2001.

"The University of Florida Reaches out to the Community with their Adapted Aquatics Program: A Folllow-up!" **WCJB TV Channel 20 News at 6pm and 11pm,** video story, April 16, 2001.

"Well Walkers." This was a 90 second news clip on our exercise therapy program for people with peripheral arterial disease (intermittent claudication). **Broadcast nationally via NBC, CBS, and ABC NEWS, one company per each major TV market in the country,** during June, 2001; through Ivanhoe Medical News Services, Orlando, FL

Software:

Kaminski, Tom and Stopka, Christine. Athletic Training Action: Simulations in Sports Medicine, Volumes I and II, Second Edition, Cramer Software Group, Gardner, KA, 1999.

Stopka, Christine and Kaminski, Tom. Athletic Training Action: Simulations in Sports Medicine, Volumes II, Second Edition, Cramer Software Group, Gardner, KA, 2001.

Web Based Technology:

Teacher Workshops: Courses Needed to Obtain the State of Florida Endorsement in Adapted Physical Education; internet simulcast lectures in press, Spring, 2000.

Reviews on manuscripts related to the grant:

Reviewer for **Teacher Education and Special Education**, Manuscript # 99-304, "Special Education and the P-16 Initiative: Addressing CEC Competencies Through Portfolio Development and Assessment," September, 1999.

Reviewer for **Journal of Athletic Training,** Manuscript # 505, "Are Tenure Track Program Directors Being Set up to Fail?" January, 2000.

Reviewer for **Palaestra,** Manuscript # 00-003, "Team Bowling," February 20, 2000.

Reviewer for **Therapeutic Recreation Journal,** Manuscript # 00-002, "Factors that Improve Aquatic Instructors' Beliefs Toward Inclusion," March, 2000.

Reviewer for **Palaestra,** Manuscript # 00-003, "Does Nutrition Education Help Lower Serum Lipid Levels in Athletes with Cerebral Palsy?" March 20, 2000.

Reviewer for **Journal of Sport Rehabilitation,** "Coping, social support,a nd injury changes over time and the effects of level of sports injury involvement."
Manuscript # MS00, April, 2000.

Reviewer for **Journal of Athletic Training,** Manuscript # 556, "An evaluation of pre-participation physical examinations in Ohio Secondary Schools" June, 2000.

Reviewer for **Palaestra,** Manuscript # 00-020, "Why Water Works!" June, 2000.

Reviewer for **Journal of Sport Rehabilitation,** "Quantitative end qualitative analysis of the electrical activity of *rectus abdominus* muscle portions," August, 2000.

Reviewer for **Adapted Physical Activity Quarterly,** Cardiovascular Fitness and Body Composition of Youth with and without Mental Retardation, January, 2001.

Professional Consultations:
Consultant, Alachua County Schools' Phys. Educ. Teachers to obtain State Endorsement in Adapt. PE.
Consultant for the State of Florida Teacher Certification Exam., May, 1998 through present.
Consultant, Palm Beach County Physical Educ. Teachers to obtain State Endorsement in Adapted PE.
Consultant, Columbia County Schools, Adapted Physical Education, August 2000 to present.

Work in Selected Professional Organizations:
Recruiting Director, *Adapted PE National Standards Committee*, 1997 to 2000.
Appointed to the *Adapted Physical Education Standards National Task Force*, 1993 to 2000.
Appointed to the *Adapted Physical Education Standards Exam Writing Committee*, 1995 to present.
Dykes:
International Council for Exceptional Children. Division for physical and health disabilities. Member of the committee on severe/multiple disabilities; on-going.

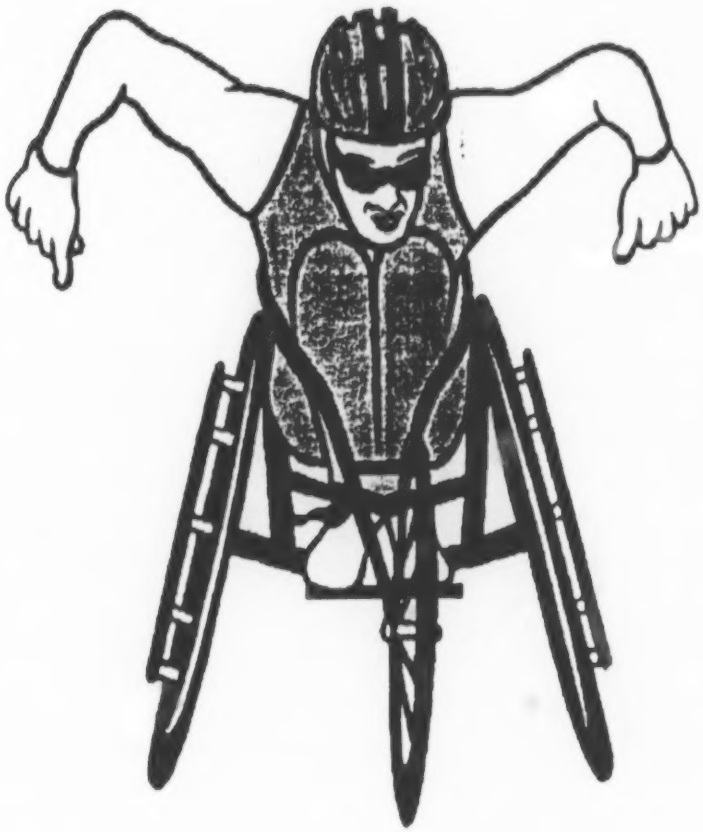
Editorial Responsibilities:
Stopka:
-Reviewer, **Teacher Education and Special Education,** 1996 to present.
-Reviewer, **Adapted Physical Activity Quarterly,** 1997 to present.
-Editorial Board, ***Palaestra*** *(The Internat'l Forum for Adapted Physical Activity & Sport), 1997-present.*
Dykes:
-Journal reviewer: Teaching Exceptional Children; Area -- physical disabilities education and related services, on-going.

Honors and Awards received during our three year grant cycle:
Received the Dept. of Exercise and Sport Sciences **1997 Teacher of the Year Award**, Spring, 1998.
Received the University of Florida President's Humanitarian Award (Faculty), October 29, 1998.
Received the University of Florida Teacher Incentive Program (TIP) Award, December, 1998.
Invited to give the **keynote address at the State Special Olympics**, Gainesville, FL, January 22, 1999.
One of our site teachers, **Ms. Ann Goodman,** received **Teacher of the Year**, 1999 (Sidney Lanier).
-Received the University of Florida President's Humanitarian Award, 1998-1999.
-Received the Superior Accomplishment Award, Faculty Division, Academics, UF, March, 1999.
-Received the Superior Accomplishment Award, Faculty Division, University-Wide, June, 1999.
-Received the Educator of the Year Honor Award, FAHPERD, October, 1999.
-Invited to the give the keynote address at the graduation ceremonies for Sidney Lanier Center School, May, 2000.
-Earned the new Master Teacher of Adapted Aquatics Credential, from AAALF/AAHPERD, April, 2001.

-Project Co-Director, (Dr. Dykes) received the Teacher/Advisor of the Year Award from the State CEC, 1999.
-Project Co-Director, (Dr. Dykes) received the Administrator of the Year Award from the Gatorland Chapter 1024, International Council for Exceptional Children, honored Fall 1999.

-One of our site teachers and grant consultants, **Ms. Tracy McCall**, received **Teacher of the Year**, (Westwood Middle School) especially for her work with her students with disabilities. She also received the **"Top Three"** teachers of the year for the county! Also, was selected (one of three teachers) to participate in the ADA Torch Run, across the nation, Summer, 2000.
-Another one of our site teachers and grant consultants, **Ms. Lorilynn Bowie**, was elected President FAHPERD in Fall, 1999; her presidential duties began 2000-2001. She also serves as a state consultant for teacher certification and she serves on the national board for adapted physical education for the *Sportime* company.
Both of these teachers will graduate with Masters Degrees in Special Education, this year, 2001.

A COURSE ON:
Medical and Health Aspects of Students With Disabilities in Physical Education



MAY 7-9, 2001

This course meets the state Department of Education requirements for a "Medical Aspects" course for the add-on endorsement in adaptive physical education.

ABOUT THE COURSE

This course is designed to help educators understand and apply the medical, biological, health, and pathophysiological information related to many disabling conditions experienced by youth today. Disabilities discussed will include those in areas of orthopedics, neurophysiology, and health. Teaching implications for children with infectious diseases, and those who are technologically assisted, and/or medically fragile will be presented. Educational implications for students with traumatic brain injuries, poly drug exposure, and fetal alcohol syndrome will be discussed along with other medical, health, and sensory impairments. Exercise/physical activity protocols to improve fitness and enhance health and wellbeing will be covered for all disabilities.

Satisfies part of state requirement for the add-on endorsement in adaptive physical education.

DATES AND TIMES

May 7, 2001	8:00am - 9:00pm
May 8, 2001	8:00am - 7:00pm
May 9, 2001	8:00am - 5:00pm

COURSE FACULTY

Christine Stopka, Ph.D., A.T.C.; Associate Professor, Director of Special Physical Education and Exercise Therapy, Department of Exercise and Sport Sciences, University of Florida.

Mary K. Dykes, Ph.D.; Professor, Area of Physical/ Multiple Disabilities, Department of Special Education, University of Florida.

Brent Hardin, Ph.D.; Assistant Professor in Pedagogy and Inclusionary Teaching, Department of Exercise and Sport Sciences, University of Florida.

GUEST SPEAKERS

Area Physicians ... Physical Therapy Specialists ... Occupational Therapy Specialists ... Recreational Therapy Specialists ... Assistive Technology Specialists ... Sign Language Specialists

COURSE LOCATION

Workshop sessions will be located in the Florida Gymnasium, Room 280, which is located on Stadium Road, University of Florida campus.

Gainesville is located in the north central section of the state, 109 miles north of Orlando, 71 miles southwest of Jacksonville, 130 miles northeast of Tampa.

COURSE REQUIREMENTS

Each student will be required to:

* 1) attend and participate in all sessions;

* 2) complete/pass a midterm & final examination;

** 3) complete at least 30 clinical hours in the field at a model site and turn in written summaries of the experience;

** 4) complete a written research project (10-20 pages with 10-20 references) on a topic related to the class.

* Will be completed on site during workshop days.

** Due by July 15, 2001.

COLLEGE CREDIT OPTIONS

3 semester hours upper division undergraduate level is available for completion of course requirements. The credit tuition is:

Florida Residents:

$75.20 per credit hour = $225.60

Non-Florida Residents:

$319.79 per credit hour = $959.37

College credit tuition must be paid by a separate check or money order on May 7th. Tuition fees are in addition to workshop registration fees. Forms for UF credit will be available during the workshop registration period on May 7th.

DO NOT MAIL TUITION CHECKS WITH CONFERENCE REGISTRATION FORM AND CHECK. TUITION WILL BE COLLECTED AT THE TIME OF THE WORKSHOP.

WORKSHOP FEES

$225.00 includes the cost of the 2 required textbooks, course handout materials, daily continental breakfasts, snacks and refreshments. Optional textbooks will be available for purchase.

A confirmation and receipt will be forwarded to you upon receipt of your registration form. Ample parking is available at the Stephen C. O'Connell Center lot. You will be mailed a parking permit one week prior to the workshop.

REFUND POLICY

Full refunds will be issued if written request is received before **April 15, 2001**. After this date you will be charged a $25 administrative fee. If this course is cancelled for any reason, the University's liability is limited to a refund of the workshop fees.

FOR FURTHER INFORMATION

On Content - Contact: Dr. Christine Stopka, Ph. D. University of Florida, Department of Exercise and Sport Sciences. (352) 392-0584 ext. 1259. cstopka@hhp.ufl.edu

On Registration - Contact: University of Florida, Division of Continuing Education, Department of Conferences. (352) 392-1701 .

INFORMATION ON THE INTERNET

www.doce-conferences.ufl.edu/Physical

Email to: conferences@doce.ufl.edu

REGISTRATION FORM

Medical & Health Aspects of Students With Disabilities in Physical Education

May 7-9, 2001

SS# _____

Name _____

Title _____

Affiliation _____

Address _____

City/State Zip _____

Daytime Phone _____

Fax _____

Email _____

Fees:

☐ Workshop Fee.....$225

☐ Yes, I am a current UF student.

☐ Yes, I have special needs (dietary, disability, etc.) Please specify: _____

Payment Method:

☐ Check payable to **University of Florida**

☐ VISA ☐ MasterCard

_____

Card Number Exp. Date

_____

Name on Card/Signature

Mail Completed Registration Form to:

University of Florida
Department of Conferences
2209 NW 13th St. STE E
Gainesville, FL 32609-3498

Fax or Phone Credit Card Registrations to:

Phone: (352) 392-1701
Fax: (352) 392-6950

SPONSORED BY:

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College of Health

and Human Performance

Department of Exercise

and Sport Sciences

and the

Division of Continuing Education

UNIVERSITY OF FLORIDA

A COURSE ON:
Physical Education and Sports for Students with Motor Disabilities

May 10-11, 2001

This course meets the state Department of Education requirements for a "Motor Deficiencies" course for the add-on endorsement in adaptive physical education. Opportunities for additional coursework in "Adapted Aquatics", "Mental Deficiencies", and "Coaching Disabled" are also available with this workshop.

ABOUT THE COURSE

This course has been designed to help educators gain skills in providing physical education and sport programs for children with physical, multiple, mental, learning and sensory disabilities. Adaptations of sports and equipment will be discussed. Some of the sports presented will include adapted aquatics, racquet sports, track and field, basketball, therapeutic horseback riding, golf, frisbee, archery, bowling, fishing, and more. Other topics covered include exercise therapy, physical fitness, inclusionary teaching, therapeutic recreation, coaching and training for events such as the paralympics.

Satisfies part of state requirement for the add-on endorsement in adaptive physical education.

DATES AND TIMES

May 10, 2001	8:00am - 9:00pm
May 11, 2001	8:00am - 5:00pm

COURSE FACULTY

Christine Stopka, Ph.D., A.T.C.; Associate Professor, Director of Special Physical Education and Exercise Therapy, Department of Exercise and Sport Sciences, University of Florida.

Dug Jones, M.Ed., J.D.; Director, Student Leadership and Affairs, SFCC; Chairman, Gator Sports Advisory Board for Wheelchair Sports; Member, Dallas Mavericks World Champion Wheelchair Basketball Team.

Claudia Siders, Ed.S.; Adjunct Instructor in Special Physical Education, Department of Exercise and Sport Sciences, UF; Teacher of Students with Physical/ Multiple Disabilities, Alachua County Schools.

GUEST SPEAKERS

Disabled Games Specialists ... Physical Education Specialists ... Recreational Therapy Specialists ...
and featuring: Players of the Orlando Magic Wheelchair Basketball Team, the National Champion Dallas Mavericks Wheelchair Basketball Team & Members of the U.S.A. World Games Team.

LOCATION

Workshop sessions will be located in the Florida Gymnasium, Room 280, which is located on Stadium Road, University of Florida campus.

Gainesville is located in the north central Florida, 109 miles north of Orlando, 71 miles southwest of Jacksonville, 130 miles northeast of Tampa.

COURSE REQUIREMENTS

Each student will be required to:

1) attend and participate in all sessions;
2) complete all coursework such as quizzes and problem solving analyses;
3) complete 20 extra clinical hours in the field at a model site and turn in written summaries of the experience; **Due by July 15, 2001.**

For each optional course (2 max.) selected, students must complete 40 clinical hours at a pre-approved model site with a pre-approved clinical instructor. Detailed self-analyses must be turned in monthly along with unit teaching plans and supervisor signatures. The optional courses can only be selected if the student has completed the on-site prerequisite "Motor" course, May 10-11, 2001.

COLLEGE CREDIT OPTIONS

2 semester hours undergraduate credit:
Florida Residents:
$75.20 per credit hour = $150.40
Non-Florida Residents:
$319.79 per credit hour = $639.58

College credit tuition must be paid by a separate check or money order on the first day of the course. Tuition fees are in addition to workshop registration fees. Forms for UF credit will be available during the workshop registration period on May 10th.

DO NOT MAIL TUITION CHECKS WITH CONFERENCE REGISTRATION FORM AND CHECK. TUITION WILL BE COLLECTED AT THE TIME OF THE WORKSHOP.

WORKSHOP FEES

$150.00 includes course handout materials, daily continental breakfasts, snacks and refreshments; as well as, the 2 required textbooks.

OPTIONAL COURSES

For an additional $65.00 per course, the cost of UF credit, and Dr. Stopka's approval, you may choose additional topics: Physical Education and Sports for Children with Mental Deficiencies; Coaching Techniques for Disabled Athletes; or Adapted Aquatics.

A confirmation and receipt will be forwarded to you upon receipt of your registration form. Ample parking is available at the Stephen C. O'Connell Center. You will be mailed a parking permit one week prior to the workshop.

REFUND POLICY

Full refunds will be issued if written request is received before **April 15, 2001**. After this date, you will be charged a $25 administrative fee. If this course is cancelled for any reason, the University's liability is limited to a refund of the workshop fees.

FOR FURTHER INFORMATION

On Content - Contact: Dr. Christine Stopka, Ph.D. University of Florida, Department of Exercise and Sport Sciences. (352) 392-0584 ext.1259. cstopka@hhp.ufl.edu

On Registration - Contact: University of Florida, Division of Continuing Education, Department of Conferences. (352) 392-1701 .

INFORMATION ON THE INTERNET

www.doce-conferences.ufl.edu/Motor
Email to: conferences@doce.ufl.edu

REGISTRATION FORM

Physical Education and Sports for Students with Motor Disabilities
MAY10-11, 2001

SS# _____

Name _____

Title _____

Affiliation _____

Address _____

City/State Zip _____

Daytime Phone _____

Fax _____

Email _____

FEES:

☐ Workshop Fee.....$150
☐ Adapted Aquatics.....$65
☐ Coaching Techniques for Athletes w/ Disabilities....$65
☐ Physical Education and Sports for Children with Mental Deficiencies.....$65
☐ Yes, I am a current UF student.
☐ Yes, I have special needs (dietary, disability, etc.)
Please specify: _____

PAYMENT METHOD:

☐ Check payable to **University of Florida**
☐ VISA ☐ MasterCard

_____
Card Number Exp. Date

_____
Name on Card/Signature

Mail Completed Registration Form to:
University of Florida
Department of Conferences
2209 NW 13th St. STE E
Gainesville, FL 32609-3498

Fax or Phone Credit Card Registrations to:
Phone: (352) 392-1701
Fax: (352) 392-6950

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Division of Continuing Education

UNIVERSITY OF
FLORIDA

Exercise Therapy & Adapted Physical Education
Sites for Practical Experiences

1. **Special Fitness Needs (at Living Well):** 5:30pm to 7:00pm; Tuesdays and Thursdays. Contact Dr. Stopka (392-0585), or just show up! We'll give you CPR certification if you can help us! (Fall and Spring semesters only).

2. **Sidney Lanier Fitness Program at the Special PE Lab:** 12:35pm to 2pm, Tuesdays and Thursdays. Contact Dr. Stopka (392-0585). October through April only.

3. **Howard Bishop Middle School PI Unit:** 8:30am to 3:00pm, Monday - Friday (PE from 9-10am, M,T,Th,F). Contact Claudia Siders (955-6701; ext.224). **This Site is Outstanding!**

4. **Eastside High School,** 7:30am to 8:20 am; contact Josh Schuette, APE site director, 335-5765, <warrior@ufl.edu>.

5. **Adapted Aquatics at UF pool, and the NE Pool.** M, W at UF pool March and April (see Stopka); NE Pool during the months of May - July & Sept. (see Stopka). (**YMCA** Pools; call Aquatics Director at 374-9622 (374-YMCA).

6. **Sidney Lanier PE and other programs:** 8:00am - 3:00pm, M - F. Contact Ann Goodman (955-6841). Swimming at NE Pool May-July & Sept! **Sidney Lanier After Schl Pgm:** 3pm to 6pm, M-F. Contact Sarah Clark (955-6884).

7. **A Quinn Jones PE:** 8am to 3pm, Monday - Friday. Contact Dean Rob Ramirez (955-6840). See Dr. Stopka first!

8. **Vocal Eyes:** Monday - Friday, 8-5pm, other times, TBA. Contact Rick Nelson (392-1261).

9. **Lake Forest Elem. Schl:** M-F, PE, for children with sensory/other disabilities; contact Brent Williams (955-6710).

10. **Stephen Foster Elementary School:** Mon - Fri, times, TBA. Chapter 1 pgm. Mild-moderate varying disabilities. Call Rhonda Hoskavich (955-6706).

11. **Metcalfe:** Mon - Fri, times TBA, contact Brian Tribby or Susan Magee (955-6713). PI unit Pre-K thru grade 5. Also, contact Susan Brier (955-6713) to help with programs for students who are blind.

12. **Terwilliger Elem School:** Pre-K/Head Start programs, contact Dr. Rutledge Withers; for help with PE; contact Helene Rhine; (both at 955-6717).

13. **Bronson High School:** Bronson, FL, EMH, TMH, Varying exceptionalities, Contact David Suro (352 486-5261).

14. **Westwood and Kanapaha Middle Schools:** Adapted PE; contact Tracy McCall at Westwood tracstar@ufl.edu Contact Andy Houck at Kanapaha (9556960; ext 238). **Adapted PE; Very Special Arts**; other programs/events.

15. **Talbot Elementary School:** Classes with children with autism and other severe/profound disabilities; contact special education personnel (Tracy Alford;955-6716). Help with physical education classes needed as well.

16. **Multi-Disciplinary Training Program, MDTP (Mercer Project) for children with learning disabilities:** Mon-Fri, 8:30am to 2:00pm, especially 1:45-2:15pm; Norman Hall, Room 1341. Contact Lori Waldo, (392-5874); or Josh Schuette, Director of Adapted PE (335-5765; <warrior@ulf.edu>).

17. **Gator Sports Ability Games** including **Wheelchair, Deaf, Blind, Les Autres Sports Ability Games** and the **State Cerebral Palsy Games, Amputee Games;** April, Call Claudia Siders 955-6701.

18. **Special Olympics:** County, Area & State Games. Contact Brenda Littlejohn at Sidney Lanier School (955-6841) for more info.

19. **Best Buddies:** 7 days/wk, times TBA. Social support for Special Olympians; call UF Office/Students with Disabilities (392-1261).

20. **ARC:** Mon-Sun, days, evenings. Contact the Volunteer Coordinator (377-1087).

21. **Tacachale Community Activities:** Monday - Sunday; days, evenings, weekends. Contact Petita Rentz, (955-5006), Recreational Therapist for Aquatics activities and much more (community activities, fitness centers, parks, movies, golf, bowling, etc.)

22. **Tacachale Wellness Pgm:** Physical Fitness/Wellness program for residents; contact physical therapist (955-5884) 8am-5pm.

23. **Loften Center:** Varying exceptionalities, adolescents thru the elderly; need fitness programs, Special Olympics training, fund raising. ACCEPT program. Contact: Dr. Ellen West, Principal (955-6839).

24. **Baby Gator Child Care Center:** 7:30am to 5:00pm, Mon - Fri. Gross, fine motor skills with four year olds with developmental delays, Down's syndrome, cerebral palsy, myelodysplasia, etc. Call 392-7901 or 392-2330.

25. **"Kids on the Move" Physical Therapy:** Mon - Fri, Contact Claudia Senesac or Robin (373-7337).

26. **Camp Challenge and/or the Boggy Creek Gang Camp:** Weekend sessions during yr, 1 wk sessions, summer, see Dr. Stopka.

27. **Therapeutic Horseback Riding (Hippotherapy):** Call Carol Huegel, RPT (332-7322); **Aqua-therapy**, May through Sept.

28. **Student Government disAbility Affairs Cabinet:** Multiple activities including GOAL (Gathering of Abled Leaders), Mentors for Future Leaders Program, and more; Contact Office of Students with Disabilities (392-1261).

29. **Elite Wheelchair Basketball Athletes:** Wheelchair basketball practice at Florida Gym, Tuesday evenings (other times TBA); 7:00pm-10pm; Call Dug Jones (395-5269; <dug.jones@santafe.cc.fl.us>)

30. Assist young adults (with cerebral palsy, spinal cord injury, etc.) with adapted physical activities; some sites pay money ($): Contact Ruthanne Curry (331-7578) to help Rob (who has CP); or Kay Puder (375-4683; ext.5800) to help Casey (who has MD).

31. **VA Hospital and Nursing Center Recreation Therapy:** Mon - Sun, evenings (6-9pm), weekends (1-4pm). Contact Cathy Rogers, Barry Murphy (376-1611 X 6535) or Walter Carr (376-1611, X 6549).
32. **Elder Care (fomerly Santa Fe Community Care):** Seven days/week. Help elderly with recreation, exercise programs, education, nutrition, health support, chores, telephone help, etc. Contact Volunteer Coordinator, at **(336-3822)**.
33. **Shands Rehabilitation Center (Upreach Pavilion):** Call Lee McCray or volunteer coordinator at 338-0091, ext 5611 for physical rehabilitation programs (head and spinal injuries, strokes, and more).
34. **Shands Psychiatric Rehabilitation (at Vista Pavillion):** Call Judy Johns, CTRS, 338-0097.
35. **Shands Pediatric Clinic:** Seven days a week, times TBA, Call Volunteer Coordinator, (9-4pm), at 395-0680, ext 88-218.
36. **Integrated Health Services:** Days, weekends, nursing & rehab ctr, 4000 SW 20th Ave., assist with rec. ther. pgm, contact Marci Boyd, 377-1981, ext 323.
37. **North Florida Rehab & Specialty Care Ctr:** Aquacise and hydrotherapy, contact volunteer coordinator (331-8915).

38. **Hillcrest Schl for Exceptional Students:** 3143 SE 17th St, Ocala; Call John Navarez (352 694-2156).
39. **Maplewood Elementary:** Ocala; Call Mary Williams (352 624-4400), teacher.

40. **ReQuest Physical Therapy:** Both the Women's and Co-ed facilities; contact volunteer coordinator (373-2116).
41. **Fit for Life:** Contact Roberta Vaes (co-owner) at 333-4718.

42. New sites as announced in class.
43. Your own sites/experiences are welcomed but must be approved by Dr. Stopka.

University of Florida

Exercise Therapy Program & Adapted PE Program

Director:
Christine Stopka,PhD,ATC/L, CSCS

The Exercise Science Therapy Program officially began operation in September, 1982, as the Special Physical Education Laboratory. Since 1992, the "lab" has shared space with the University of Florida's faculty and staff "Living Well" facility. Several research studies are conducted in this "lab": one involving individuals with mental retardation, known as the Sidney Lanier Fitness Program; one involving people with varying disabilities including chronic degenerative conditions; and one involving individuals participating in the University of Florida Wheelchair Basketball Club Team.

The purpose of the Exercise Therapy Program is to help people improve the health and fitness levels of its participants through individualized programs of exercise, and therefore improve the quality of their lives. Participants include University of Florida faculty, staff, students and members of the local community with temporary or permanent injuries or disabilities. These injuries and/or disabilities can possibly be improved through participation in an individualized fitness program. **ALL PARTICIPANTS are referred to the program by a physician before beginning participation in the exercise therapy program.**

Participants are given a one-on-one consultation & an individualized exercise program based upon the physician's recommendations and the participant's goals. Physical and neuromuscular fitness are addressed emphasizing the areas of strength, endurance, and flexibility. As these are improved, the participant's self esteem should also improve accordingly. Principal activities used include are treadmill walking, stationary cycling, stairclimbing, other aerobic equipment and weight machines. Adaptations to equipment and program design are made as needed.

Participants with intermittent claudication due to peripheral arterial vascular disease (PVD) are enthusiastically welcomed as they compromise one of the major research areas of the program. **The PVD research offers participants a twice per week, 45 minute, low intensity, pain-free walking program. Results show an average improvement of over 460% in pain-free walking distance after 9 weeks of training.** University of Florida students assist participants in their fitness programs, gaining a valuable learning experience in the process.

A flexibility and general conditioning program is included, and an individualized strength training regime is available if the participant desires. The low intensity training used lengthens possible training time without pain, thus maximizing the training effect and minimizing patient drop out from the program. Participants look forward to a program which does not create pain from participation, and one which helps them to improve participant function and overall fitness. Also, those with high risk conditions including hypertension, coronary artery disease, cerebrovascular disease, and chronic obstructive pulmonary disease are much better off exercising at lower intensities. Finally, the social support everyone receives from each other and the staff seems to be very important to the participants.

Participants with varying disabilities such as multiple sclerosis, cerebral palsy, traumatic brain injury,strokes, Parkinson's Disease, arthritis, osteoporosis & other disabilities and conditions are also welcome to use the program with proper medical clearance from their physician. Research is being conducted with these participants to determine which exercises seem to be the most effective for participants in providing desired strength, endurance, flexibility, and coordination improvements. Other research involves individuals with mental retardation. Students with mild to severe mental retardation, ages ranging from 13-2 years, participate in the exercise therapy program twice per week for 30 minutes of fitness training, primarily with weight machines, and 30 minutes of sports activities. **These individuals have demonstrated significant improvements in strength, endurance and flexibility through these exercise therapy programs,** documentec in recent literature. University of Florida students assist participants and obtain a valuable learning experience from the program.

All participants in the exercise therapy program are taught special flexibility techniques termed the "inverse myotatic stretch." This is a proprioceptive neuromuscular facilitatio (PNF) technique which involves a pain-free static stretch immediately followed by an isometric contraction of musci in the stretched position. The result is a stimulation of the golgi tendon organs (proprioceptors sensing a change in muscle tension). When this occurs, it causes a relaxation (thus increase in range of motion) of the muscle groups stretched. This relaxation facilitates the desired neuro-muscular response: a dramatic, safe, and pain-free increase in flexibility. For a complete overview of this technique refer to *Achieving the Ultra Stretch*, by Dr. Stopka.

Current hours of operation are 5:30pm-7:00pm, Tuesdays & Thursdays for individuals with physical disabilities; 1-2pm for individuals with mental retardation. Both of these exercise therapy programs are open to faculty, staff, and students and the general public referred to the program by their physician.

Students of Dr. Stopka also volunteer to assist many other programs involving individuals with physical & mental disabilities. Please refer to the back cover for associated sites, contact Dr. Stopka (352) 392-0585x259, or visit www.hhp.ufl.edu/ess/grad/adapt_pe/practica.htm. Donations are always needed and appreciated to continue associated programs without any budget. Participants an volunteers in these programs are always rewarded by the tremendous improvements gained from participation.

Some of Our Many Associated Sites

Living Well Special Fitness Needs Program
5:30pm - 7:00pm, Tuesdays & Thursdays
Dr. Christine Stopka, (352) 392-0585, ext. 259

Sidney Lanier Fitness Program
12:40pm-2:15pm, Tuesdays & Thursdays
Dr. Christine Stopka, (352) 392-0585, ext. 259

Howard Bishop Middle School
Academy of Students w/Physical Impairments
8:30am-3:00pm, Monday-Friday
Claudia Siders, (352) 955-6701

Adapted Aquatics at UF Pool & YMCA
All year at YMCA; Spring Semester at UF
Dr. Christine Stopka (352) 392-0585, ext. 259
Aquatics Director (352) 374-9822 (YMCA)

Sidney Lanier School for Students with Cognitive Deficiencies
8:00am-3:00pm, Monday-Friday
Ann Goodman (352) 955-6841

UF Wheelchair Basketball Club Team
UF Florida Gym, Tues & Thurs 6:30- 9:30pm
Dug Jones, (352) 846-1622

It's G.R.E.A.T. Hippotherapy Program
9:00am-5:00pm, Monday-Thursday
Carol Huegel, PT, (352) 332-7322

Gator Sports Ability Games
Claudia Siders, (352) 955-6701

Special Olympics
Contact Sidney Lanier School